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THE UNIVERSITY OF ALBERTA

THE INFLUENCE OF BRITISH AND AMERICAN USAGE
ON THE SPELLING PREFERENCES OF GRADES VI, IX, AND XII
STUDENTS IN SOUTH-CENTRAL ALBERTA

by

JACK TILBROOK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

JUNE, 1964

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read,
and recommend to the Faculty of Graduate Studies for
acceptance, a thesis entitled THE INFLUENCE OF BRITISH
AND AMERICAN USAGE ON THE SPELLING PREFERENCES OF GRADES
VI, IX, AND XII STUDENTS IN SOUTH-CENTRAL ALBERTA,
submitted by JACK TILBROOK in partial fulfilment of the
requirements for the degree of Master of Education.

ACKNOWLEDGEMENTS

The writer wishes to thank his adviser, Dr. L. R. Godwin, and the other members of his committee, Dean M. H. Scargill and Dr. D. B. Black, for their helpful advice and constructive criticism during the planning, conducting and reporting of the study.

Appreciation is also expressed to the superintendents, principals, and teachers of Zone Five who gave assistance with the administration of the spelling test; and to the publishers who supplied information regarding their spelling policies.

1. The purpose of the study was to determine the spelling preferences of students in grades VI, IX, and XII. The study was conducted in Zone Five, North-Central Alberta. The results of the study are presented in the following tables.

2. The results of the study show that the majority of students in grades VI, IX, and XII tend to use the simpler American forms.

3. There is a significant difference between the

AN ABSTRACT OF THE THESIS

THE INFLUENCE OF BRITISH AND AMERICAN USAGE ON THE SPELLING PREFERENCES OF GRADES VI, IX, AND XII STUDENTS IN SOUTH-CENTRAL ALBERTA

This study was designed to discover if definable patterns of Canadian spelling usage are discernible. To this end, a group of Alberta school students were selected, and their preferences for British or American spellings were examined.

Data was gathered from students in grades VI, IX, and XII, and was compared with the spellings used in their authorized spelling text books, with the preferred forms of the Dictionary of Canadian English, and with the policies of a number of Canadian publishing companies.

The results show that certain spelling forms are preferred by a significant proportion of the students in the test group. Furthermore, many of these preferences agreed with the practices of the publishing companies and with the Dictionary of Canadian English. These findings lead to the following conclusions:

1. Whereas the authorized spellers are based on British spelling, the majority of students in grades VI, IX, and XII tend to use the simpler American forms.
2. There is a significant difference between the

preferences of grade VI and grade XII students. Although American spellings predominate in both grades, there is an appreciable shift towards British spelling in the higher grade, and there is an indication that there is an increasing preference for British spelling as we ascend the academic scale.

3. The spelling preferences of the grade XII students are listed below. The forms which agreed with the first spelling in the Dictionary of Canadian English are as follows:

favorite	good-bye	theatre	honorable
axe	colorless	traveller	jewellery
odorless	kidnapped	vapor	marvellous
cheque	tire	wagon	program
medieval	skeptic	jail	curb
peddler	recognize	connection	catalogue
jeweller	encyclopedia	worshipping	sulphur
employee			

The grade XII spelling preferences which disagreed with the Dictionary of Canadian English are:

plow	woolen	mold	distill
harbour	skillful	license	judgement
maneuver	grey	dueling	moldy
story			

The following words were closely divided in usage; neither form predominates:

centre/-er	honour/-or	pyjamas/-a-	neighbour/-or
defence/-se	labour/-or	offence/-se	analyse/-ze

4. There appears to be a fairly definite agreement between the grade XII group and the publishers of magazines

and newspapers regarding the use of the -or form and these words: "theatre", "cheque", "tire", and "program".

Since the authorized spelling text books used only British spelling in the word lists and exercises (with the American spelling given as an alternative), and in view of the above conclusions, it was suggested that more guidance with regard to spelling be provided for the teacher in the Program of Studies for Elementary Schools of Alberta, and that the Dictionary of Canadian English be recommended for use throughout the schools of the Province of Alberta.

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CHAPTER I

THE PURPOSE OF THE STUDY

The main purpose of this study was to examine the usage of British and American spelling within a selected school population in Southern Alberta. The study was designed to explore the following questions: (a) Is a distinctive pattern of spelling being developed in Southern Alberta? (b) If such a pattern is emerging, is it distinctively Canadian?

I. CANADIAN ENGLISH

The opinions and findings of a number of qualified linguists have occasioned some doubts concerning justification for the use of the term "Canadian English". In 1939, H. L. Mencken, an American linguistic scholar, drew attention to a statement made by Morley Ayearst which typifies the attitude of many American linguists, "Canadian is a variant of General American . . . Canadian intonation is identical with General American, or nearly so."¹ As recently as 1954, W. S. Avis, a Canadian linguist wrote:

¹H. L. Mencken, The American Language, (Alfred A. Knopf, N.Y.,) p. 250, citing M. Ayearst, "A Note on Canadian Speech", American Speech, Oct. 1939, pp. 231-32.

"Our present knowledge of Canadian English suggests that, by and large, Canada is an extension of the northern speech areas of the United States."²

There are, on the other hand, other linguists who recognize the development of a distinct and separate form of English in Canada, even though they note that, in both the spoken and the written form, Canadian and American English overlap. An interest in and an awareness of these dialectal differences is not new. In 1858, almost ten years before the Fathers of Confederation met to create the new Dominion of Canada, a Canadian periodical contained an article entitled "Canadian English", thus recording one of the earliest uses of the term.³ Since then, at periodic intervals, individual linguistic scholars have painstakingly collected an impressive body of information about the development of the English language in Canada. Latterly, the formation of the Canadian Linguistic Association (in 1954) added considerable impetus to the study of both Canadian French and Canadian English. One might well ask: "What is Canadian English?" For the purposes of this study, the

²Walter S. Avis, "Speech Differences Along the Ontario-United States Border", Journal of the Canadian Linguistic Association, (October 1954), p. 14.

³A. C. Geikie, "Canadian English", Canadian Journal II, 1858, pp. 345-55, cited by W. S. Avis, "A Bibliography of Writings on Canadian English", Journal of the Canadian Linguistic Association, 1:2, October 1955, p. 19.

term "Canadian English" refers to the dialects of the English language which have developed within the geographic boundaries of Canada.

Canadian English, like most linguistically different dialects, may be identified by vocabulary, pronunciation, and spelling; the first-named is, by far, the most positive means of identification. Certain words and expressions have unquestionably originated in Canada, and much research has already been carried out to identify Canadianisms. Some words, such as "caribou", "mukluk", and "muskeg", are borrowings from the Indian and Eskimo languages. Others have been coined by the English or French-speaking settlers to meet social or political needs (for example, "seigneurie", "road allowance", "Confederation", and "splake"). Still others, made up of commonly used English words, have connotations peculiar to the needs of Canadian society, for instance, "election by acclamation", "dugouts", and "nuisance grounds". During the 1960's The Dictionary of Canadianisms was assembled in the Lexicographical Centre for Canadian English at the University of Alberta, Calgary, under the direction of M. H. Scargill.

The identification of Canadian English through pronunciation is particularly difficult, for, as Henry Alexander has suggested, there are "theoretically as many

dialects as there are individuals."⁴ The specialized knowledge of the trained linguist is usually necessary for identification of vocabulary through pronunciation.

The third medium of discrimination is spelling which provides a limited, but potentially useful, basis for the identification of Canadian English in its written form. An examination of the spelling habits of Canadians indicates that both English and American forms are being used.⁵ The editors of the Dictionary of Canadian English (DCE), for example, claim that their dictionary indicates the preferred Canadian form (British or American) for those words which have spelling alternatives. If a generalized pattern of spelling preference has emerged, its definition will bolster the use of vocabulary as an identification means for Canadian English.

Such identification, furthermore, may prove particularly useful in the one area of written Canadian English in which vocabulary is of the least assistance -- in formal literature. Canadianisms are found most frequently in

⁴Henry Alexander, The Story of Our Language (N. Y.: Doubleday and Company Inc., 1962), p. 171.

⁵A concise account of the current trends in Canadian spelling is found in the introduction to Nancy J. Bowden's Basic Spelling for High School Students, Macmillan Company of Canada Ltd., Toronto, 1960; and in the introduction to the Concise Edition of The Canadian Dictionary, McClelland and Stewart Ltd., Toronto, 1962.

informal writings, but at the formal level, Canadian English, like any other branch of the English language, tends towards a standard literary form.⁶ Spelling may thus prove to be a convenient aid in the identification of written Canadian English.

2. RECENT INTEREST IN CANADIAN SPELLING

Although studies of British and American forms of spelling have been made by a number of eminent scholars over the last two hundred years, it is only recently that Canadian linguists have given serious attention to the spelling habits of Canadians. The appearance of Canadian dictionaries and spellers (not Anglicized revisions of American texts) is material evidence of the interest in the emergence of a distinctive Canadian English.⁷

⁶Concerning the standardization of formal literary English, Henry Alexander, in The Story of Our Language, op. cit. p. 175, makes the following observation:

"It is interesting to notice that Mencken, the most eloquent advocate of the doctrine of American linguistic independence, shows little that is exclusively American in his effective and vigorous writings A perusal of the first twenty-five pages of the third edition of The American Language does not reveal a single word or idiom that could not be equally well used by a contemporary English writer except possibly "maybe" for "perhaps", a "peek" for a "peep", though even these are not labelled U.S. by the Oxford Dictionary."

⁷Avis, Gregg, Lovell, and Scargill, Dictionary of Canadian English (Toronto: W. J. Gage Ltd., 1962).

Vinay, Daviault, and Alexander, The Canadian

As yet, relatively few research studies have been developed to provide information about the influences which are at work moulding Canadian spelling preferences, and a major research project would be required to identify these influences. Accordingly, this study is confined to one area of Alberta, and any conclusions which have been drawn from it in regard to the definition of Canadian English must be considered within these limitations.

It should be mentioned at this point that a study conducted by M. H. Scargill, in 1955, indicated that the speech of Albertans had been affected by American influences. This survey of six hundred native-born Albertans revealed that 66.17% normally used the American pronunciation, 0.05% possessed a predominantly British pronunciation, and 33.33% pronounced less than eight of the eleven test words in the accepted American manner, or alternatively, in the British manner.⁸ In commenting on the significance

Dictionary (Toronto: McClelland and Stewart Ltd., 1962).

N. J. Bowden, Basic Spelling for High School Students (Toronto: Macmillan Company of Canada Ltd., 1960).

Kuska and Webster, Spelling in Language Arts (Toronto: Thomas Nelson and Sons, Canada, Ltd., 1962).

⁸M. H. Scargill, "Canadian English and Canadian Culture in Alberta", Journal of the Canadian Linguistic Association, 1:2, (March 1955), pp. 26-29.

of his results, Scargill noted:

The pronunciation of cultered and native Albertans is certainly not predominantly British. Indeed, there is a definite trend towards American predominance, and it seems likely this will continue.⁹

This information should be borne in mind in the evaluation of the results presented in Chapter Four.

3. HYPOTHESES

The preferred spelling forms listed in the Alberta authorized spelling text books were compared with those given in the Dictionary of Canadian English, and with a list of the preferred spellings of a representative sample of Canadian publishers, and those of students in grades VI, IX, and XII, Zone Five, South-Central Alberta. The collected data were used to test the following hypotheses:

1. Students in the selected population will spell words which have an alternative form according to the examples set by the exercises of their spelling texts; (i.e. students will use British spelling.)
2. There is no difference in the spelling preferences of the three grades involved in the test.
3. There is no relationship between the students'

⁹Ibid. p. 29

choice of spelling and the preferred forms listed in the Dictionary of Canadian English.

4. There is no relationship between the students' spelling and that of Canadian publishers.

The fact that there are alternative forms for some words in both British and American spelling indicates a dissatisfaction with certain spelling forms.¹⁰ Spelling has long been a bugbear, particularly for school children; and, although several attempts at spelling reform have been made, they have met with a singular lack of success. Indeed, the existence of more than one form of spelling for a word has only compounded the confusion, and Canadian school children, forced into the learning of alternate forms, have had even more difficulties than either their British or American contemporaries. The time may be approaching when a thorough reform of our spelling, and perhaps even of our entire writing system, will become imperative. How has our spelling system become so cumbersome? Chapter Two contains a brief study of some of the influences which have shaped English orthography.

¹⁰Throughout this study the terms "British spelling" and "American spelling" refer to the preferred forms listed in the Oxford English Dictionary and the Merriam-Webster Dictionary respectively. Most of the words used in the test for this study are acceptable in both Britain and the United States in either form.

CHAPTER II

EVOLUTION OF SPELLING FORMS

As felicitous an instance of futile classicism as can well be found, outside the Far East, is the conventional spelling of the English language. . . . English orthography satisfies all the requirements of the canons of reputability under the law of conspicuous waste. It is archaic, cumbrous, and ineffective; its acquisition consumes much time and effort: failure to acquire it is easy of detection. Therefore it is the first and readiest test of reputability in learning, and conformity to its ritual is indispensable to a blameless scholastic life.

Veblen¹

Veblen's comments on our bondage to spelling are scorchingly apt. We have an inefficient and illogical system of spelling which is protected from reform by the most incommutable of defenders, the great public will. Since English orthography was established and fixed in the mid-eighteenth century through the influence of Dr. Samuel Johnson's dictionary, numerous attempts have been made to secure an orderly and logical spelling reform. Only Noah Webster has achieved any appreciable success.

Johnson's dictionary brought mixed blessings. In spite of its illogicalities and manifold difficulties, the advantages of a reasonably rigid source of authority on

¹Thorstein Veblen, The Theory of the Leisure Class (New York: The Modern Library, 1931), p. 399.

spelling have, so far, been preferable to the chaotic and amazingly prolific variations which were extant in the early eighteenth century. Old English was largely phonetic but Middle English was complicated by the introduction of many French forms. However, these additions were not unduly troublesome for, throughout this early period, knowledge of the written form of the language was limited to a relatively small, closely associated group within the ranks of the clergy and the aristocracy.

This situation changed, however, with the invention of printing and the rapid spread of literacy in the fifteenth and sixteenth centuries. The growth of commerce and the emergence of the middle-class placed a new emphasis upon the use of written language which influenced, in turn, the forms of English orthography. As Robertson has pointed out,² many of the early printers employed in England came from Holland and so were craftsmen rather than scholars. These immigrant workers introduced a number of spelling changes; some changes were made because the sound of the word had changed, others resulted from false analogy. In addition, each publishing house developed its own particular spelling conventions. The situation was further

²S. Robertson, The Development of Modern English (New Jersey: Prentice-Hall Inc., 1954), pp. 332-4.

complicated by the effects of the "great vowel shift" which took place during the latter part of the Middle English period.

Thus, the need for some standardization of spelling arose long before Dr. Johnson's day. Records dating as far back as Orm's Ormulum of the early thirteenth century, provide evidence of attempts at spelling reform and standardization. Not until the eighteenth century, however, did the first comprehensive dictionaries appear. By this time, the factors inducing spelling variations had been compounded further by a fad affected by some of the gentility who, proclaiming their detachment from the laity, deliberately adopted unusual spellings of their own invention. The time for a 'universally' acceptable authority for English orthography had arrived. The authority appeared in 1755 in the form of Samuel Johnson's work, A Dictionary of the English Language.

Johnson's dictionary was the end result of more than a century of effort. From Elizabethan times, a number of glossaries and books were produced which provided definitions and spellings of some of the more difficult words, (for example, Richard Hodges' A Special Help to Orthographie of 1643). The first dictionary worthy of the name is described by David B. Guralnik:

In 1721, Nathaniel Bailey published his Universal Etymological Dictionary of the English Language, and this revolutionary book was the first to pay attention to current usage, the first to feature etymology, the first to syllabify, the first to give illustrated quotations, and the first to indicate pronunciation. An interleaved copy of the 1731 folio edition was the basis for Samuel Johnson's Dictionary of 1755. Through Johnson it influenced all subsequent lexicographical practice. The position of dictionary pioneer, therefore, commonly granted to Johnson or to Noah Webster, belongs in all right to Nathaniel Bailey.³

Bailey's contribution is not to be denied, nevertheless, Johnson still emerges as the prestigious spelling authority of the English-speaking nations. Even Noah Webster, the most pertinacious of spelling reformers, succeeded after many years in changing the spelling of a mere handful of words.⁴

Webster's proposals were unquestionably sound; he was concerned, primarily, with simplification. In some cases his phonetic respelling was based on etymological principles, for example, the return of /s/ to "defense"; in other cases it was a matter of deleting silent letters.⁵

³D. B. Guralnik, "The Making of a New Dictionary", from English as Language, Laird and Gorrell, (New York: Harcourt Brace and World Inc., 1961), p. 124.

⁴Writing in 1923, Mencken, in The American Language lists 142 words which have alternative spellings; he adds that the list could be extended by adding compounds and derivatives. Many of these words are technical terms not in widespread use.

⁵Webster, of course, was not the first to suggest

Webster attacked British writers in general, and Johnson in particular, for their inconsistencies in using "our for the Latin termination or, and the French eur, and writing similar words in like manner, though not of Latin or French origin."⁶ There certainly were, and still are, many such inconsistencies in British spelling; but Johnson was not entirely unaware of them for, as he explained in the introduction to his dictionary, he had, as a rule, selected the older and more widely-used form when more than one spelling was current.

Some of Webster's proposed spelling reforms were so radical and met with such stiff opposition that he was obliged to modify his proposals considerably for his dictionary of 1828. Time, though, was on Webster's side, for as Mencken has written:

. . . although he was thus forced to give occasional ground, and in more than one case held out in vain, Webster lived to see the majority of his reforms

simplified forms of spelling. In 1643, Richard Hodges wrote: "And heer it may bee observed, from such syllables as these aforegoing, that some kinde of syllables, may be exprest without a vowel: for what use hath e for sound in the last syllable of the word feeble? And therefore, if custom would give way thereto, such words, might rather bee writen thus, fee-bl, stee-pl, nee-dl, tem-pl, peo-pl." Quoted from Laird and Gorrell, English as Language (N.Y.: Harcourt, Brace and World Inc., 1961), p. 101.

⁶Noah Webster, Introduction to An American Dictionary of the English Language (New York: 1812).

adopted by his countrymen. He left the ending in -or triumphant over the ending in -our, he shook the security of the ending in -re, he rid American spelling of a great many doubled consonants, he established the s in words of the defense group, and gave currency to many characteristic American spellings, notably, jail, wagon, mold, and ax. The spellings still survive, and their use constitutes one of the most obvious differences between written English and written American.⁷

Webster's influence is still being felt. Some of his reforms, long since accepted in the United States, are becoming increasingly acceptable in Canada, and are beginning to gain favor in Britain. Mencken, quoted above, also noted that, although serious writers in America first tended to ignore Webster's spellings, news writers were quick to adopt them.⁸ A situation which is closely paralleled in Canada today. (See Chapter Three, page 28.)

In Canada, we are faced with a perplexing dichotomy. The Government, in official documents, favors British spelling, as do some Provincial Departments of Education, (notably Ontario and British Columbia,) and also some Canadian publishers, (see Chapter Three, page 27). Others, in authoritative positions, recognize both British and American spellings. Furthermore, even a cursory study of

⁷H. L. Mencken, The American Language (New York: Alfred A. Knopf, 1923), pp. 39-40.

⁸Ibid., pp. 240-1.

the personal writings of Canadians discloses that, consciously or unconsciously, British spelling is used for some words and American spelling for others.

Alternative forms of spelling are noted by most dictionaries, and a number of writers have drawn attention to divided usages of spellings;⁹ but, although the differences between British and American spelling habits have long been appreciated, little research has been conducted concerning the frequency of usage or distribution of the variant forms. While there is an obvious preference for certain spellings, (e.g. curb, tire, wagon, and color), the usage is divided in parts of Canada and the United States for others, (e.g. theatre/theater and harbour/harbor). The British spelling would seem to be supported by an intrinsic tradition-factor which influences certain groups of people. For example, "theatre" can refer to a building in which movies are shown, or to a building where one can see live shows or stage productions. In certain parts of North America the British spelling is reserved for the older form of entertainment. Thus the distinction between "theater" (screen) and "theatre" (stage) in New York City is generally understood. One might ask why the British

⁹J. W. Clark, "American Spelling", Ch. 9 of Vallin's Spelling, (London: Andre Deutsch Ltd., 1954); H. Alexander op. cit.; H. L. Mencken, op. cit.

spelling "harbour" defies the customary -or simplification in Canada. Perhaps it remains because it has been retained in many place names, e.g. Conception Harbour, Newfoundland; Fulford Harbour, B. C.; Battle Harbour, Labrador.

The existence of alternative spellings may be regarded as a symptom of the need for spelling reform. Conversely, the retention of the more difficult spellings, when a simpler form is available, is indicative of the difficulties experienced in bringing about a revision of orthography. In schools, where the teaching of spelling is regarded as an integral aspect of native language instruction, students are faced with the laborious and time-wasting task of mastering the intricacies of an illogical and needlessly frustrating system of written communication. Extensive studies and experiments have demonstrated the pronounced advantages of a writing system which eliminates the complexities of orthodox spelling.¹⁰ A Canadian study by Fitzpatrick demonstrates the negative influence of non-phonetic spelling,¹¹ (it discourages

¹⁰For a complete report on a series of experiments using an augmented spelling system, see The Initial Teaching Alphabet Explained and Illustrated, by John Downing, (London: Cassell, 1963).

¹¹W. J. Fitzpatrick, The Nature of Sex Differences as Evidenced by Canadian Children's Free Writing, Unpublished M.Ed. Thesis, University of Alberta, Edmonton, 1960.

students from writing what they are capable of expressing vocally).

How unfortunate that the artificial symbolism of our language hinders the duplication of a student's speech vocabulary! While it is not within the scope of this study to engage in a radical attempt at spelling reform, it might be appropriate to point out how advantageous it would be from the educational viewpoint, in terms of hours saved per student and instructor, if an effective spelling reform could be achieved. More pertinent to this study, however, is the realization that the present acceptance of spelling alternatives, at least in the early grades, simply adds to the confusion of the study of spelling. If a significant number of educated Canadians prefer a particular spelling form, why not encourage the use of that form in school? The alternative spelling would continue to be recognized and accepted by the teacher, but the student's attention would be focussed on the one generally-preferred form.

To illustrate how the alternative forms can, in some cases, cause confusion, the following examples are given:

1. "jeweller" adds /y/ to form "jewellery", but
"jeweler" becomes "jewelry" not /jewelery/,
2. "pedlar" and "peddler" are acceptable, but
not /pedler/,

3. "manoeuvre" and "maneuver" are accepted forms,
but not, as the majority of the students who
wrote the test elected to spell it, /manouver/.

If a pronounced Canadian preference in spelling exists, it might be wise to emphasize these preferences in schools and avoid unnecessarily confusing the students. At present, the authorized spelling text books in Alberta place the emphasis upon British spelling. The test described in Chapter Three is designed to test the justification for this practice.

CHAPTER III

RESEARCH PLAN AND DESIGN

To test the hypotheses posed in Chapter One, data were gathered from three sources: from Alberta school students, from Canadian publishing houses, and from current spelling text books and dictionaries. The data from the students was collected by means of a test administered in Zone Five, South-Central Alberta.

1. GATHERING DATA FROM THE STUDENTS

Description of the Test. The test contained fifty words each with an acceptable alternative form of spelling.¹ It was administered to students in grades VI, IX, and XII. The first twenty-three words of the test were taken from the Pupils' Own Vocabulary Speller Series, Books 1 to 3,² in which a list of words with alternative spellings is given. Words numbered 1 to 14 are taken from the grade VI list or lower. Words numbered 15 to 23 are taken from the grades VII and VIII lists. The remaining words, which were

¹Acceptable, at least, on the North American Continent in the sense that all fifty words are recognized as having two spelling forms by Webster's New International Dictionary.

²Gates, Rinsland, Sartorius, and Peardon, Pupils' Own Vocabulary Speller Series, Revised Canadian Edition, (Toronto: Macmillan Company of Canada Ltd., 1951).

selected from various lists of words with alternative spellings,³ would normally be encountered and used by students in the senior high school, if not before; (e.g. "medieval", "encyclopedia", "catalogue", and "sulphur").

Perhaps the spelling of a few of the words on the list, such as "skeptic" and "manoeuvre", was not particularly familiar to the students, which leads to the quantitative and qualitative differences within the student's connotative and spelling vocabularies. For although one may reasonably expect that the majority of the students in grades IX and XII would be familiar with the meaning and use of the term "skeptic", one cannot infer that the spelling of it has been mastered.

Only those words which the students spelled

³H. L. Mencken, The American Language (New York: Alfred A. Knopf, 1923), p. 234.

N. J. Bowden, Basic Spelling for High School Students (Toronto: Macmillan Company of Canada Ltd., 1960), pp. 96-7.

Avis, Gregg, Lovell, and Scargill, Dictionary of Canadian English, The Beginning Dictionary (Toronto: W. J. Gage Ltd., 1962).

H. J. L. Robbie, "Notes for Scottish Teachers on English Spelling", Studies in Spelling (University of London Press Ltd., 1961), Appendix II, pp. 35-40.

Suggestions to Authors of the Reports of the United States Geological Survey, 5th. Edition, (Washington: U.S. Government Printing Office, 1958), pp. 192-3.

correctly were of significance in this study; therefore, a large sample was obtained to allow for the rejection of mis-spelled words.

A pilot test of the spelling list was run in grades VI, IX, and XII in the Standard School, Standard, Alberta, in May, 1962. As the survey test was given in November, 1962, the test was not given to the same students on both occasions. The pilot test was valuable; it brought to light certain weaknesses. Several of the sample sentences in the test were reworded, and the form of the answer sheet was redesigned. The administration of the pilot test also provided the investigator with a useful estimate of the class time required for the complete administration of the test.⁴

Description of the Population. The population for this study included the students in grades VI, IX, and XII of Zone Five, South-Central Alberta (see map, page 22) with the exception of those attending school in the City of Calgary, the town of Bowness, and Hutterite colonies in the Zone.⁵

⁴The spellings used on the test and in all the tables of this study are, unless otherwise stated, the preferred forms according to the Dictionary of Canadian English.

⁵Hutterite schools were excluded because they have no students in grades IX and XII.



Location of Zone 5 in the
Province of Alberta

Permission to conduct the test was obtained from the Chief Superintendent of Schools, the High School Inspector, and the superintendents of all the divisions and counties involved.⁶ Letters were then sent to the principals of each school and to each of the teachers of the classes concerned, asking for their assistance. Altogether, eighty-three schools were approached; seventy-four of them responded. The schools ranged in size from two rooms to more than forty, and from grade enrolments of three to more than a hundred. The schools which did not respond were all of small enrolment, and were scattered throughout the Zone. It is not felt that their omission invalidates the findings of this study.

Administration of the Test. Two weeks after the letters were sent to the principals and teachers requesting their assistance, the tests, instructions and answer sheets were mailed to each school. (See Appendix C, p. 71.) The teachers were asked to administer the test during the week of November 12 to 16, 1962, if this could be conveniently arranged. Judging by the promptness of the returns, the teachers were able to comply with this request.

⁶A list of all the divisions, counties, and schools is included in Appendix A, p. 67.

Description of the Sampling Procedure. In all, 3359 answer sheets were returned. These were separated into two categories: the papers of those students who had received all of their schooling within the boundaries of Zone Five, (the "Criterion" group), and the papers of those who had had schooling elsewhere, (the "Reject" group).

A sufficiently large sample was required to allow for the rejection of mis-spelled words, so a sample ratio of 1:5 was selected. The following sampling procedure was carried out:

1. As the completed answer papers were received they were sorted into three sets according to grade level. (See Table I, Column 1 for "Universe" totals.)
2. Each set was sorted into "Criterion" and "Reject" stacks. (See Table I, Columns 2 and 3.)
3. The papers in each of the six stacks were then numbered in sequence, and samples were drawn using a table of random numbers.⁷ (See Table I, Columns 4, 5, and 6.)

Scoring the Test. After drawing the samples, each paper in the sample was scored according to a numbering system. The words were marked 1 for the correct British spelling, 2 for the correct American spelling, 3 for a

⁷F. Yates, Sampling Methods for Censuses and Surveys (New York: Hafner Publishing Company, 1960).

TABLE I

NUMBER OF PAPERS IN THE TEST POPULATION AND THEIR DIVISION INTO CRITERION AND REJECT SAMPLES

RATIO OF SAMPLE TO POPULATION 20.48 : 100.00 \approx 1 : 5

	1		2		3		4		5		6	
Grade	No.	Universe Total	No.	Criterion	No.	Reject	No.	Sample Total	No.	Criterion Sample	No.	Reject Sample
		%		%		%		%		%		%
6	1206	35.95	1005	83.33	201	16.67	247	35.90	206	83.40	41	16.60
9	1329	39.56	1035	77.87	294	22.13	272	39.53	212	77.94	60	22.06
12	824	24.54	555	67.35	269	32.65	169	24.57	114	67.45	55	32.55
Total	3359	100.00	2595	77.25	764	22.75	688	100.00	532	77.32	156	22.68

mis-spelling, and 4 for no answer. The totals of the four categories were listed at the bottom of each answer sheet.

With the exception of the Students' names and their schools, all of the information on the answer sheets was coded and transferred to IBM cards. The IBM cards, one for each answer sheet, were run through an IBM sorting counter to obtain totals for each word in each of the six categories. These totals are given in Tables IIA and IIB in Appendix D, page 76.

2. GATHERING DATA FROM THE PUBLISHERS

Collection of Data. The texts authorized for use in the Alberta schools, while noting the existence of American spelling, give preference to the British form, if only by presenting the British spelling first and giving the American spelling as an alternative. The students' formal spelling lessons cease after grade VIII, and spelling is taught rather more incidentally thereafter. By the time the student reaches grade IX, his reading is generally drawn from a much broader range of materials which issue from Canadian, American, and British publishers. Thus the high school student learns to spell his more recently acquired vocabulary from the examples encountered in his high school reading. Because this study is concerned primarily with the development of Canadian English, the

spelling policies of a variety of Canadian publishers has been reviewed.

Twenty-seven publishing firms in Canada were invited to state the policy of their companies concerning spelling. (A complete list of the twenty-one publishers who replied appears in Appendix B, page 70.) The publishers were requested to send a copy of their style book, or to answer the following questions:

1. Do you rely upon any one particular authority for spelling? (e.g. Shorter Oxford Dictionary.)
2. If you use one major source, do you make any exceptions? (e.g. colour/color, medieval/mediaeval.)

Replies came from ten book publishers, eight magazine publishers, and three Alberta newspapers.

Summary of Data from Publishers. Of the ten book publishers, nine strongly favored the authority of the Oxford dictionaries. The tenth publisher pointed out that his firm normally distributed books published in England (which use British spelling, of course), however, this company does publish a few books in Canada, and for these Cassell's English Dictionary is used.

Six of the magazine publishers favored American

spelling with a few exceptions such as "theatre" and "cheque"; two favored the British spellings, although one made an exception of the -our words preferring -or.⁸

The two Alberta newspapers, readily obtainable in Zone Five at the time of the survey, had a comparatively large circulation in both urban and rural areas. The third newspaper available to the students was a small rural weekly of limited circulation within the boundaries used for the spelling test. At the time of the survey, the latter had adopted American spelling with but few exceptions; Funk and Wagnall's New Practical Standard Dictionary was used as a reference by the staff. The two larger newspapers used Oxford dictionaries as their authority, with the exception of -or for -our words, and a few of the American spellings which are in widespread use (e.g. "tire", "wagon", and "program").

3. GATHERING DATA FROM AUTHORIZED SPELLING TEXTS

Authorized Spelling Texts in Alberta. The 1963 Program of Studies for Elementary Schools of Alberta lists

⁸Probably magazines exert a greater influence on the spelling of high school students than do books. In any case, it is certain that the influence of easily obtained, numerically prolific American magazines on young people's linguistic development cannot be ignored.

the following series of spellers (page 14) which are authorized for use in the Alberta schools:

Pupils' Own Vocabulary Speller, Books 1 and 2, (Revised Canadian Edition), Gates, Sartorius, Rinsland, and Peardon, published by the Macmillan Company of Canada Ltd.

My Spelling Series, Books II to VI, Yoakam-Daw, published by Ginn and Company.

The Canadian Speller Series, Books II to VI, Quance, published by W.J. Gage Ltd.

The Junior High School Curriculum Guide for Social Studies-Language, 1958, authorizes the same three series as those listed above for use in grades VII and VIII. No spellers have, as yet, been authorized for grades IX to XII, but Bowden's Basic Spelling for High School Students is recommended as a teacher's reference.

Summary of Data on Spellers. A study of the three spelling series authorized for the schools of Alberta reveals that all use British spelling. The alternative American spellings are variously indicated.

The Pupils' Own Vocabulary Speller, Revised Canadian Edition, uses British spelling in the word lists, exercises, and glossaries. A symbol is printed after the words in the weekly word lists which have an alternative spelling. The alternative forms are all listed on a page at the beginning of the book. Altogether, thirty-five words are listed for the grades II to VIII, but some are repeated, (e.g. "good-bye"

is listed three times in different grades,) and some are derivatives, (e.g. "favor", "favorite", "favorable").

In the section headed "To the Teacher" of the My Spelling Series, the following statement appears:

The Oxford English Dictionary and the Concise Oxford Dictionary have been used as the standard of spelling. Where these dictionaries give two spellings of a word, and where both of these are in use in Canada, the more frequent spelling is given in the word lists and the alternative is indicated in a note.⁹

The phrase "more frequent spelling" is ambiguous. An examination of the spelling texts reveals that the British spelling is used throughout the word lists, and that the alternative spelling is placed in a footnote. Thus the "more frequent spelling" does not seem to mean the more frequent Canadian spelling.

The word forms of The Canadian Speller are, unequivocally, British. Alternative spellings are included only in the glossaries at the back of each book. Like the other two series examined, The Canadian Speller makes consistent use of the British forms in the word lists and in the exercises.

To complete the survey of the authorized texts, mention must be made of the senior high school teacher's

⁹G. A. Yoakam and S. E. Daw, My Spelling, Grade 5, (Revised for Canadian Schools), Toronto: Ginn and Company, n.d., page 93.

reference text, Basic Spelling for High School Students.
 The author of this text book has attempted a realistic
 approach to the spelling usage of Canadians. She writes:

Canadians follow American usage in spelling some words and British usage in spelling others. For example,

we prefer to double the end consonant of words (British) although the accent falls on the first syllable: worshipping, kidnapped, jeweller

American: worshiping, kidnaped, jeweler

we prefer to make a difference between verb-noun homophones (British):

<u>Verb</u>	<u>Noun</u>
license	licence
practise	practice
American: license	license
practice	practice

we are divided in our usage of the -or (American) and the -our (British) ending in words like

colour (color)	flavour (flavor)
favour (favor)	

and also in our usage of the -er (American) and -re (British) ending in words such as

centre (center)	metre (meter)
theatre (theater)	

we adopt short forms that have been introduced by Americans in preference to the longer British spellings

ax (axe)	program (programme)
story (storey)	

Even check (cheque) and catalog (catalogue) are

becoming widespread in Canadian writing.¹⁰

In the following chapter, the preferences of the students in grades VI, IX, and XII are compared with each other, and with the Dictionary of Canadian English. These comparisons, in turn, provide a basis for further comparison with the spelling text books in current use and with the practices of Canadian publishing companies.

¹⁰Bowden, op. cit., pp. 96-7.

CHAPTER IV

ANALYSIS OF DATA

1. STUDENTS' SPELLING PREFERENCES

The data recorded in Table II, page 76, lists four totals for each of the fifty words in the test which was administered to students in grades VI, IX, and XII. These totals indicate the number of students in each sample who preferred the British spelling, those who preferred the American, the number of mis-spellings, and the number of answer spaces left blank.

In the case of mis-spellings or where there was no response, the assumption was made that, had the students been able to spell these words correctly, the same proportion of British and American spellings would have obtained.

Two words, "manoeuvre" and "analyse", were excluded because they were so badly mis-spelled by students in all three grades.

In order to test the first two hypotheses, viz. (1) the students will follow the example set by their spellers and use British spelling, and (2) there is no difference in the spelling preferences of the three grades involved in the test, the number of correct British spellings was compared with the number of correct American

spellings for each word at each of the three grade levels. In order to determine the significance of the differences in spelling preferences, a conventional binomial test was applied.¹ The results of this test are reported in Table III. Note that in Column 5, Table III, headed "Probability", the chances in per cent that such a difference could occur due to chance factors are indicated. (All columns entitled "Probability" which follow will use this form.) A negative sign indicates an American preference, and this contradicts the first hypothesis. When it became obvious that the American spellings were favored in more words than was the British form, and that the first hypothesis would have to be rejected, the following alternative hypothesis was considered:

Students in the selected population will spell words which have alternative spellings according to the American preference.

From the last column of Table III it may be observed that the American spelling is preferred by all three grades in twenty-two of the words. The British spelling is preferred in only six of the words. The remaining words display varying degrees of divided usage and will be discussed later in this chapter. Clearly, the

¹See S. Siegel, Nonparametric Statistics for the Behavioral Sciences, (New York: McGraw-Hill Book Co. Inc., 1956), p. 36 et seq.

TABLE III
RESULTS OF NONPARAMETRIC BINOMIAL TESTING OF THE
SIGNIFICANCE OF DIFFERENCES IN SPELLING PREFERENCE

1 Word	2 Grade	3 Brit.	4 Amer.	5 Probability	6 * Implic- ation
1. centre	6 9 12	100 127 55	90 83 58	.2578 .0015 -.4247	C
2. favorite	6 9 12	45 49 24	92 130 81	-.0001 -.0001 -.0001	A
3. good-bye	6 9 12	155 182 104	46 26 10	.0001 .0001 .0001	B
4. neighbor	6 9 12	134 102 57	37 86 54	.0001 .1379 .4247	C
5. plough	6 9 12	67 109 38	130 97 76	-.0001 .2206 -.0003	C
6. axe	6 9 12	166 166 102	27 38 11	.0001 .0001 .0001	B
7. honor	6 9 12	108 87 50	56 108 63	.0019 -.0764 -.1292	C
8. pyjamas	6 9 12	100 92 50	29 56 41	.0001 .0020 .2005	C
9. theatre	6 9 12	130 127 87	48 60 25	.0001 .0001 .0001	B
10. defence	6 9 12	144 135 62	38 68 49	.0001 .0001 .1271	C

*A = American spelling; B = British spelling; C = Uncertain
Cont.

TABLE III
Continued

1 Word	2 Grade	3 Brit.	4 Amer.	5 Probability	6 Implic- ation
11. honorable	6	93	50	.0002	C
	9	71	118	-.0004	
	12	46	65	-.0436	
12. woollen	6	21	153	-.0001	A
	9	78	114	-.0057	
	12	43	67	-.0143	
13. labor	6	112	57	.0001	C
	9	96	112	-.1492	
	12	57	56	.5000	
14. mould	6	52	132	-.0001	A
	9	47	151	-.0001	
	12	35	77	-.0001	
15. colorless	6	62	108	-.0002	A
	9	59	146	-.0001	
	12	32	82	-.0001	
16. traveller	6	94	78	.1271	C
	9	146	41	.0001	
	12	90	13	.0001	
17. jewellery	6	14	38	-.0007	C
	9	70	42	.0054	
	12	51	22	.0005	
18. odorless	6	26	47	-.0096	A
	9	57	85	-.0119	
	12	37	68	-.0017	
19. kidnapped	6	138	32	.0001	B
	9	181	15	.0001	
	12	110	1	.0001	
20. vapor	6	58	107	-.0001	A
	9	82	126	-.0014	
	12	45	68	-.0192	

Cont.

TABLE III
Continued

1 Word	2 Grade	3 Brit.	4 Amer.	5 Probability	6 Implication
21. offence	6	58	19	.0001	C
	9	118	65	.0001	
	12	58	54	.3897	
22. harbor	6	113	57	.0001	B
	9	123	71	.0001	
	12	67	44	.0183	
23. marvellous	6	31	60	-.0016	C
	9	106	59	.0001	
	12	68	35	.0008	
24. skilful	6	22	146	-.0001	A
	9	50	145	-.0001	
	12	18	90	-.0001	
25. licence	6	49	54	-.3483	C
	9	38	89	-.0001	
	12	14	69	-.0001	
26. cheque	6	21	145	-.0001	C
	9	85	105	-.0643	
	12	77	32	.0001	
27. gray	6	56	140	-.0001	C
	9	91	117	-.0418	
	12	78	36	.0001	
28. tire	6	2	187	-.0001	A
	9	0	205	-.0001	
	12	0	113	-.0001	
29. wagon	6	5	187	-.0001	A
	9	5	201	-.0001	
	12	0	114	-.0001	
30. program	6	21	158	-.0001	A
	9	20	182	-.0001	
	12	15	95	-.0001	

Cont.

TABLE III
Continued

1 Word	2 Grade	3 Brit.	4 Amer.	5 Probability	6 Implic- ation
31. medieval	6	0	11	-.0001	A
	9	1	58	-.0001	
	12	2	68	-.0001	
32. skeptic	6	38	64	-.0066	A
	9	51	112	-.0001	
	12	30	75	-.0001	
33. jail	6	0	194	-.0001	A
	9	2	206	-.0001	
	12	1	112	-.0001	
34. curb	6	1	111	-.0001	A
	9	0	165	-.0001	
	12	2	104	-.0001	
35. peddler	6	26	109	-.0001	A
	9	30	102	-.0001	
	12	18	55	-.0001	
36. recognize	6	12	27	-.0125	A
	9	20	128	-.0001	
	12	7	100	-.0001	
37. manoeuvre	6	0	3	-.0901	C
	9	0	14	-.0020	
	12	4	16	-.0069	
38. connection	6	1	71	-.0001	A
	9	0	167	-.0001	
	12	1	110	-.0001	
39. analyse	6	2	3	.5000	C
	9	12	21	-.0823	
	12	28	19	.1210	
40. duelling	6	9	54	-.0001	A
	9	26	82	-.0001	
	12	24	65	-.0001	

Cont.

TABLE III
Continued

1 Word	2 Grade	3 Brit.	4 Amer.	5 Probability	6 Implic- ation
41. catalogue	6	14	32	-.0062	C
	9	83	13	.0001	
	12	80	11	.0001	
42. mouldy	6	47	100	-.0001	A
	9	44	137	-.0001	
	12	34	73	-.0001	
43. jeweller	6	28	72	-.0001	C
	9	96	66	.0113	
	12	66	33	.0007	
44. encyclopedia	6	1	34	-.0001	A
	9	5	96	-.0001	
	12	6	86	-.0001	
45. worshipping	6	55	85	-.0071	C
	9	130	60	.0001	
	12	84	24	.0001	
46. distil	6	19	117	-.0001	A
	9	27	155	-.0001	
	12	23	79	-.0001	
47. judgment	6	106	22	.0001	B
	9	169	23	.0001	
	12	94	19	.0001	
48. sulphur	6	31	37	-.1977	C
	9	158	17	.0001	
	12	99	7	.0001	
49. employee	6	51	38	.1446	C
	9	170	21	.0001	
	12	112	1	.0001	
50. storey	6	12	144	-.0001	A
	9	24	163	-.0001	
	12	21	85	-.0001	

first hypothesis, stating that British spelling will be preferred, must be rejected. The evidence provided by Table III shows that a decided preference for certain American and British spellings has already developed, and that other words are in the process of change. Using the .05 level of probability as a basis, the spellings which appear to be strongly established are listed in Table IV.

TABLE IV
PREFERRED SPELLINGS OF THE
GRADES VI, IX, and XII STUDENTS

AMERICAN	BRITISH
favorite	good-bye
woolen	axe
mold	theatre
colorless	kidnapped
vapor	harbour
odorless	judgement
skillful	
tire	
wagon	
program	
medieval	
skeptic	
jail	
curb	
peddler	
recognize	
connection	
dueling	
moldy	
encyclopedia	
distill	
story	

Agreement with the Dictionary of Canadian English.

The spelling practices of current grade XII students provide an opportunity for predicting the spelling usage of educated Canadians in the future. As indicators of the future Canadian preference, the grade XII students qualify for several reasons. (1) They are academically selected, thereby representing a cross-section of educated Canadians of the near future. (2) Their spelling habits, though not fixed, are less likely to change than those of the grade VI or IX students. (3) Today's grade XII students are probably more susceptible to the influences of the present spelling usage of newspapers and magazines than are the older members of society. For these reasons, the grade XII spelling preferences may serve to test the validity of the Canadian spelling forms listed in the Dictionary of Canadian English.

To investigate the relationship of the grade XII spelling practices and the examples provided by the DCE, the findings of Table III have been used to select the preferred spellings of grade XII. These preferences are listed in Table V, based on the .05 level of significance.

An examination of the forty-two words listed in Table V reveals that twenty-nine spellings agree with those of the DCE and that thirteen do not. Some of the discrepancies between the grade XII spellings and the DCE are

TABLE V
PREFERRED SPELLINGS OF THE
GRADE XII STUDENTS

AMERICAN	BRITISH
favorite	good-bye
* plow	axe
* honorable	theatre
woolen	* traveller
mold	* jewellery
colorless	kidnapped
odorless	harbour
vapor	* marvellous
skillful	* cheque
* license	* grey
tire	* catalogue
wagon	* jeweller
program	* worshipping
medieval	judgement
skeptic	* sulphur
jail	* employee
curb	
peddler	
recognize	
* maneuver	
connection	
dueling	
moldy	
encyclopedia	
distill	
story	

* Indicates words not included in Table IV.

simply inconsistencies. In the case of the -ou-/-o- words, the students prefer the shorter form, except in the word "harbour". The editors of the dictionary make an exception of "mould" and "mouldy", otherwise they too use the shorter form. The following list presents the spellings preferred by both the grade XII students and the DCE.

favorite	vapor	peddler
axe	marvellous	recognize
good-bye	cheque	connection
theatre	tire	catalogue
honorable	wagon	jeweller
colorless	program	encyclopedia
traveller	medieval	worshipping
jewellery	skeptic	sulphur
odorless	jail	employee
kidnapped	curb	

The grade XII spellings which disagreed with the DCE are:

plow	harbour	grey
woolen	skillful	dueling
mold	license	moldy
distill	judgement	story
	maneuver	

Forty-two of the fifty words have been accounted for in the above listings. The eight which remain are:

centre/-er	pyjamas/-a-	offence/-se
neighbour/-or	defence/-se	analyse/-ze
honour/-or	labour/-or	

These words are closely divided in usage. It may be many years before a particular form predominates. It is quite

probable that many people will continue to use both forms interchangeably.

2. CHANGES FROM GRADE VI TO GRADE XII

As noted earlier, twenty-eight of the fifty words in the spelling test already have a clearly established form which was preferred by the students at all three grade levels. Of the remaining twenty-two words, some reveal a shift in form and others indicate a strengthening or weakening of a particular form. To interpret these changes the difference between proportions of British and American spellings at the grade VI and grade XII levels were calculated. Using Chi Square to test the hypothesis that the difference between two independent proportions can be attributed to chance factors (the null hypothesis), the twenty-two words which did not display a common spelling preference in all three grades were examined. The results are recorded in Table VI.

Summary of the Chi Square Test Results. Ten words reveal a highly significant shift of spelling preference:

honor
honorable
jewellery

cheque
grey
catalogue
marvellous

jeweller
worshipping
sulphur

TABLE VI
CHI SQUARE TEST OF DIFFERENCE OF PROPORTIONS BETWEEN
GRADE VI AND GRADE XII SPELLING TOTALS

1 No.	2 Word	3 Grade	4 Prob.*	5 χ^2	6 Prob. of χ^2
11.	honorable	6	.0002**	14.05	.001
		9	-.0004**		
		12	-.0436		
17.	jewellery	6	-.0007	22.44	.001
		9	.0054		
		12	.0005		
23.	marvellous	6	-.0016	15.69	.001
		9	.0001		
		12	.0008		
26.	cheque	6	-.0001	96.38	.001
		9	-.0643		
		12	.0001		
27.	grey	6	-.0001	46.65	.001
		9	-.0418		
		12	.0001		
41.	catalogue	6	-.0062	46.87	.001
		9	.0001		
		12	.0001		
43.	jeweller	6	-.0001	29.85	.001
		9	.0113		
		12	.0007		
45.	worshipping	6	-.0071	36.23	.001
		9	.0001		
		12	.0001		

Cont.

* From Table III

** Note that a negative score indicates an American preference and a positive score indicates a British preference.

TABLE VI Continued

1 No.	2 Word	3 Grade	4 Prob.	5 χ^2	6 Prob. of χ^2
48.	sulphur	6 9 12	-.1977 .0001 .0001	40.83	.001
7.	honor	6 9 12	.0019 -.0764 -.1292	8.531	.01
4.	neighbor	6 9 12	.0001 .1379 .4247	22.48	.001
8.	pyjamas	6 9 12	.0001 .0020 .2005	12.53	.001
10.	defence	6 9 12	.0001 .0001 .1271	17.86	.001
21.	offence	6 9 12	.0001 .0001 .3897	10.67	.01
49.	employee	6 9 12	.1446 .0001 .0001	55.85	.001
16.	traveller	6 9 12	.1271 .0001 .0001	31.12	.001
25.	licence	6 9 12	-.3483 -.0001 -.0001	19.35	.001
13.	labor	6 9 12	.0001 -.1492 .5000	7.063	.01

TABLE VI Continued

1 No.	2 Word	3 Grade	4 Prob.	5 χ^2	6 Prob. of χ^2
1.	centre	6 9 12	.2578 .0015 -.4247	.4443	.6*
5.	plough	6 9	-.0001 .2206	14.63	.001
5.	plow	9 12	.2206 -.0003	11.33	.001
5.	plow	6 12	-.0001 -.0003	.0147	.9*

* No significant difference.

Four words show a weakening of British preference (significant at the .01 level):

neighbour
offence

pyjamas
defence

"Employee" and "traveller" are British preferences which appear to be growing stronger; "license" is an American preference also growing stronger. "Labor" shifts from a British preference to divided usage. "Centre" and "center" have very nearly equal currency. "Plough" is an interesting form, shifting from American preference to British between grades VI and IX, and back to the American form in grade XII. "Manoeuvre" and "analyse", as previously noted were excluded because they were mis-spelled with great frequency.

CHAPTER V

SUMMARY AND CONCLUSIONS

In this study, a selection of Alberta school students has been examined concerning their preferences for British or American spellings. The main purpose of the study was to determine whether or not there are patterns of spelling preference which might aid in the defining of Canadian English.

The study attempted to answer four questions:

1. Do the students, like their text book spellers, use the British forms of spelling?
2. Is there any appreciable difference in spelling choices at different grade levels?
3. Is the spelling practice of the test group accurately reflected by the Dictionary of Canadian English?
4. Is there any relationship between the students' spelling practices and those of Canadian publishers?

These questions formed the bases for the null hypotheses postulated in Chapter One (pages 7 and 8). Data were gathered by means of a spelling test composed of fifty words, each with acceptable alternative forms, and by an examination of the authorized spelling texts,

the Dictionary of Canadian English, and the policies of a number of Canadian publishing firms in regard to spelling.

1. CONCLUSIONS

The findings of Chapter Four have been summarized in Tables VII and VIII. The British and American preferences are based on a statistical significance at the 5% level of confidence. Table VII illustrates the findings for all but four of the words for all three grades. Table VIII provides a breakdown of the fifty words at the grade XII level.

The four hypotheses which were to be tested were rejected, and the following conclusions were drawn.

Hypothesis 1. Students in the selected population will spell words which have an alternative form according to the examples set by their spelling text books; i.e. the students will use British spelling.

Hypothesis One must be rejected on the basis of the test results which show a marked preference for the American spellings. Both Tables VII and VIII reveal a decided preference for the American spellings, although there appears to be a trend towards British spelling as the students progress through school.

The first twenty-three words in the spelling list

SUMMARY OF FINDINGS APPLICABLE TO ALL THREE GRADES

1	2	3	4	5	6	7	8
Word	British Preference	American Preference	Change in Preference Br. to Am.	Change in Preference Am. to Br.	Weakening British	Strengthening British	Strengthening American
1 centre							
2 favorite		x					
3 good-bye	x						
4 neighbor					x		
5 plough							
6 axe	x						
7 honor			x				
8 pyjamas					x		
9 theatre	x						
10 defence					x		
11 honorable			x				
12 woollen		x					
13 labor					x		
14 mould		x					
15 colorless		x					
16 traveller						x	
17 jewellery				x			
18 odorless		x					
19 kidnapped	x						
20 vapor		x					
21 offence					x		
22 harbor	x						
23 marvellous				x			
24 skilful		x					
25 licence							x

Cont.

SUMMARY OF FINDINGS APPLICABLE TO ALL THREE GRADES

1	2	3	4	5	6	7	8
26 cheque				x			
27 gray				x			
28 tire		x					
29 wagon		x					
30 program		x					
31 medieval		x					
32 skeptic		x					
33 jail		x					
34 curb		x					
35 peddler		x					
36 recognize		x					
37 manoeuvre							
38 connection		x					
39 analyse							
40 duelling		x					
41 catalogue				x			
42 mouldy		x					
43 jeweller				x			
44 encyclopedia		x					
45 worshipping				x			
46 distil		x					
47 judgment	x						
48 sulphur				x			
49 employee						x	
50 storey		x					
TOTALS	6	22	2	8	5	2	1

SUMMARY OF FINDINGS
BASED ON THE GRADE XII SPELLING PREFERENCES

1	2	3	4	5	6
Word	British Preference	American Preference	Divided Usage	Agreement with DCE	Disagree with DCE
1 centre			x		
2 favorite		x		x	
3 good-bye	x			x	
4 neighbor			x		
5 plough		x			x
6 axe	x			x	
7 honor			x		
8 pyjamas			x		
9 theatre	x			x	
10 defence			x		
11 honorable		x		x	
12 woollen		x			x
13 labor			x		
14 mould		x			x
15 colorless		x		x	
16 traveller	x			x	
17 jewellery	x			x	
18 odorless		x		x	
19 kidnapped	x			x	
20 vapor		x		x	
21 offence			x		
22 harbor	x				x
23 marvellous	x			x	
24 skilful		x			x
25 licence		x			x

Cont.

SUMMARY OF FINDINGS
BASED ON THE GRADE XII SPELLING PREFERENCES

1	2	3	4	5	6
26 cheque	x			x	
27 gray	x				x
28 tire		x		x	
29 wagon		x		x	
30 program		x		x	
31 medieval		x		x	
32 skeptic		x		x	
33 jail		x		x	
34 curb		x		x	
35 peddler		x		x	
36 recognize		x		x	
37 manoeuvre		x			x
38 connection		x		x	
39 analyse			x		
40 duelling		x			x
41 catalogue	x			x	
42 mouldy		x			x
43 jeweller	x			x	
44 encyclopedia		x		x	
45 worshipping	x			x	
46 distil		x			x
47 judgment	x				x
48 sulphur	x			x	
49 employee	x			x	
50 storey		x			x
TOTALS	16	26	8	29	13

are taken from the Pupils' Own Vocabulary Speller word lists up to grade VIII. It is interesting to note, in Table VII, the obvious increase in favor of American spellings in the remaining twenty-seven words.

Hypothesis 2. There is no difference in the spelling preferences of the three grades involved in the test.

The analyses of the data clearly demonstrate that there are changes in spelling preferences between the grades, particularly between grade VI and grade XII. Table VII lists fifteen words in which significant changes have taken place. Thus Hypothesis Two must also be rejected.

TABLE IX
LIST OF WORDS DISPLAYING SIGNIFICANT CHANGE
OF SPELLING PREFERENCE BETWEEN GR. VI & GR. XII

British Preference Weakening to Divided Usage	Change in Preference from British to American	Change in Pref. from American to British
neighbor	honor	jewellery
pyjamas	honorable	marvellous
defence		cheque
labor		grey
offence		catalogue
		jeweller
		worshipping
		sulphur

Hypothesis 3. There is no relationship between the students' choice of spelling and the preferred forms of the Dictionary of Canadian English.

The Dictionary of Canadian English was designed to ensure that "each entry describes and reflects the usage of educated Canadians".¹ Within the test samples, the grade XII students provide the most reliable group for comparison. They are academically selected, and the conclusions of Hypothesis Two indicate that there is an appreciable change of spelling preference between grade VI and grade XII. Thus, grade XII students are more likely to reflect the spelling habits of the future educated and cultured Canadians than the younger students.

The findings again indicate that the hypothesis must be rejected. Table VIII lists twenty-nine spellings preferred by both the DCE and a significant number of the grade XII students. Thirteen words are also listed wherein there is disagreement; eight other words are listed whose usage is so divided as to reveal no significant difference in spelling preference.

It was pointed out in Chapter One (page 6) that there is a pronounced American influence in Alberta, thus

¹See page 5, Introduction to the Dictionary of Canadian English.

the thirteen spellings in disagreement with the DCE may not be in disagreement in other parts of Canada. Further study may reveal whether or not these preferences represent a Western Canadian bias.

TABLE X
SUMMARY OF THE GRADE XII AND DICTIONARY OF
CANADIAN ENGLISH SPELLING PREFERENCES

AGREE	DISAGREE	DIVIDED USAGE
favorite	plow	centre/-er
good-bye	woollen	neighbour/-or
axe	mould	honour/-or
theatre	distil	pyjamas/-a-
honorable	harbor	defence/-se
colorless	skilful	labour/-or
traveller	licence	offence/-se
jewellery	judgment	analyse/-ze
odorless	grey	
kidnapped	dueling	
vapor	mouldy	
marvellous	storey	
cheque	manoeuvre	
tire		
wagon		
program		
medieval		
skeptic		
jail		
curb		
peddler		
recognize		
connection		
catalogue		
jeweller		
encyclopedia		
worshipping		
sulphur		
employee		

Hypothesis 4. There is no relationship between the students' spelling and that of Canadian publishers.

The information gathered from the publishers is only partly representative, so only tentative conclusions may be drawn. Even so, there does appear to be a fairly definite agreement between the grade XII preference and those of the magazine and newspaper publishers with regard to the -or spellings and words such as "theatre", "cheque", "tire", "wagon", and "program".

The findings seem to indicate an increasing preference for British spelling as one ascends the academic scale. Perhaps this may be related to a closer association with books, for the book publishers do seem to resist, vigorously, the strong American influence.

General Conclusion. Although a preference for the simpler American spelling is apparent, the inconsistencies within word groups, such as the -our/-or words and those with doubled consonants, make it difficult to discern uncompromising patterns of usage. But this is not surprising when one considers the vagaries and inconsistencies which have plagued English orthography since its obscure, literary beginnings.² Even Webster, who denounced the

²Consider the Old English forms / θ / and / θ / which, at one time, distinguished the voiced and unvoiced /th/ of Modern English, but which, in the later Old English period, were used interchangeably.

inconsistencies in Johnson's dictionary, is not faultless in this regard.³ Yet, in spite of its capricious nature, and in fact, partly because of it, Canadian spelling is sufficiently different from British or American spelling to justify its consideration in Canadian dictionaries.

As Scargill has noted:

For Canadian English to be accepted at all as different from either British or American English we must show not that it shares features with both but that it differs from each.⁴

2. IMPLICATIONS

From the preceeding findings and conclusions a few implications regarding the teaching of Canadian spelling may be derived.

1. The present spelling text books in use in the Alberta schools are consistent in their choice of spelling but they do not give guidance to the student regarding the preferred Canadian usage.

2. Because changes in preference apparently do take place between grades, curriculum guides should give some

³J. W. Clark's chapter on "American Spelling" in G. H. Vallins' Spelling (London: Andre Deutsch Ltd., 1954), contains a good-natured account of the inconsistencies of both British and American spelling.

⁴M. H. Scargill, "Canadians Speak Canadian", Saturday Night (Dec. 8, 1956), p. 18.

direction in regard to the acceptance of these preferences to the teachers of spelling.

3. The Dictionary of Canadian English, although not completely in accord with the preferred forms of the test group, is a more reliable guide to preference choices than are the spellers in current use in Alberta.

4. The spelling policies of newspaper and magazine publishers tend to comply with popular usage, whereas the spelling preferences of the more highly educated are reflected in the policies of the book publishers.

5. Some spellings seem to be well established already. If further studies confirm the forms listed on page 40, Canadian dictionaries and spellers should signify them as preferred Canadian spelling.

6. In reference to the spelling of some words, it may be necessary for descriptive dictionaries to make such notations as "preferred in Western Canada".

7. Clearly defined patterns of Canadian spelling do not appear to be discernible. Each word with an alternative form must be considered separately.

3. RECOMMENDATIONS

In the interests of better teaching in the field of spelling, the following recommendations are made:

1. The Alberta Department of Education should encourage the use of the Dictionary of Canadian English in the public schools.

2. More guidance for the teacher regarding words with alternative spellings should be provided in the Program of Studies for Elementary Schools.

4. SUGGESTIONS FOR FURTHER STUDY

On a topic as broad as Canadian spelling, a study as limited and confined as this one is can do no more than detect a few trends and tendencies and, perhaps, point out a few areas for further study.

Studies similar to this one, carried out in representative parts of Canada, would provide information on regional and national spelling preferences. The fifty words which form the basis of this study make a useful starting point. By no means, however, do they constitute an exhaustive list. Here, for example, are a few words which deserve further study:

bettor/better	draught/draft
moustache/mustache	cosy/cozy
premise/premiss	fibre/fiber
syrup/sirop	liquefy/liquify
inquire/enquire	learnt/learned
flyer/flier	sunburnt/sunburned

Another avenue of approach might be to examine the history of more radical and, as yet, less acceptable

spellings such as:

socks/sox
 night/nite
 light/lite
 through/thru
 thorough/thoro
 low/lo
 high/hi

Yet another approach might be to consider the evolution of -ise towards -ize, or the gradual disappearance of the digraphs /æ/ and /œ/. Processes which seem to be progressing at different rates in American, British, and Canadian English.

A powerful influence on vocabulary growth and spelling comes from industry. What impact does American industrial development have upon Canadian English?

Finally, there is a topic which has been referred to already in an earlier chapter. One which promises to be an exceedingly interesting area of study; although, efforts in this direction have, so far, met with discouragingly little success. The topic, spelling reform, is one which usually invites criticism, and yet, as Robertson has pointed out:

We possess a language that appears, on the printed page, in a form so different from the way in which it is spoken that the only adequate way for the dictionary to indicate the pronunciation of Modern English words is to respell them in a phonetic alphabet. One should not let familiarity with this

situation conceal its oddity.⁵

English orthography is becoming increasingly divorced from its phonology. To the elementary teacher, this is a matter of no small concern. A considerable amount of the child's school time is consumed in an attempt to master the needless intricacies of spelling. A revision of the orthography, and perhaps even of the entire writing system, of the English language is long overdue.

⁵S. Robertson, The Development of Modern English, Revised by F. G. Cassidy (New Jersey: Prentice-Hall Inc., 1954), p. 335.

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APPENDICES

APPENDIX A

COUNTIES AND DIVISIONS OF ZONE FIVE
INVOLVED IN THE SPELLING TEST

COUNTIES

Mountain View #17

Newell #4

Wheatland #16

DIVISIONS

Acadia Valley #8

Berry Creek #1

Calgary Rural #41

Drumheller #30

Foothills #38

Red Deer Valley #55

Sullivan Lake #9

Three Hills #60

LIST OF SCHOOLS IN ZONE FIVE
INVOLVED IN THE SPELLING TEST

Acadia Valley	Hussar
Acme	Huxley
Airdrie Elem.	Indus
Airdrie-Crossfield H.S.	Jenny Lind
Alcoma	Kathyrn
Bassano	Linden
Beiseker	Longview
Black Diamond	Midway
Brooks Elem.	Morrin
Blackie	Netherby
Brooks H.S.	New Brigden
Carbon	New Cessford
Carseland	Okotoks
Carstairs	Olds Elem.
Cayley	Olds H.S.
Cereal	Oyen
Chestermere Lake H.S.	Prairie Bible Institute
Chinook	Prairie Grade School
Church Hill	Red Deer Lake
Cluny	Reed Ranch
Connorsville	Ridgeview
Cremona	Rockyford
Crossfield Elem.	Rosemary
Dalum	Scapa
Didsbury	Severn Creek
Drumheller Elem.	Sheep Creek
Drumheller H.S.	Sheerness
Drumheller Separate	Sibbald
Duchess	Spondin
East Rolling Hills	Springbank
Empress	Standard
Gem	Strathmore
Gleichen	Sundre
Hainstock	Three Hills
Hanna East	Tilley
Hanna West	Torrington
Hanna H.S.	Trochu
Harmattan	Turner Valley Elem.
Hesketh	Turner Valley H.S.
High River East	West Brook
High River West	Youngstown
High River H.S.	

APPENDIX B

LIST OF PUBLISHERS WHO PROVIDED INFORMATION
REGARDING THEIR SPELLING POLICIES

BOOKS

- Copp Clark Publishing Company
517 Wellington St. W., Toronto 2B
- J. M. Dent and Sons (Canada) Ltd.
100 Scarsdale Rd., Don Mills, Ontario
- Ginn and Company
35 Mobile Drive, Toronto 16
- Wm. Heinemann (Canada) Ltd.
1068 Broadview Ave., Toronto 6
- Macmillan Company of Canada Ltd.
70 Bond Street, Toronto 2
- McGill University Press
3458 Redpath Street, Montreal
- McClelland and Stewart Ltd.
25 Hollinger Road, Toronto 16
- Thomas Nelson and Sons (Canada) Ltd.
91 Wellington St. W., Toronto 1
- Oxford University Press
480 University Avenue, Toronto 2
- University of Toronto Press
Front Campus, University of Toronto, Toronto 5

MAGAZINES

- Canada Month - Canada Week Ltd.
2135 Bishop Street, Montreal 25
- Canadian Geographic Journal
54 Park Avenue, Ottawa 4

MAGAZINES, Continued

Leisure Magazine

Room 424, Legislative Building, Edmonton

Liberty - Fengate Publishing Company Ltd.

55 York Street, Toronto 1

Reader's Digest Association (Canada) Ltd.

215 Redfern Avenue, Montreal 6

Saturday Night - Fengate Publishing Co. Ltd.

55 York Street, Toronto 1

Time - Canadian Edition

Time and Life Building, New York 20

World Affairs Press Ltd.

705 Yonge Street, Toronto 5

NEWSPAPERS

The Albertan

830 - 10 Avenue S.W., Calgary

The Calgary Herald

Herald Building, Calgary

The Strathmore-Standard

Strathmore, Alberta

INSTRUCTIONS TO THE TEACHER FOR THE ADMINISTRATION OF
THE SPELLING TEST

This study is concerned only with the choice of spelling form, thus, mis-spelled words will simply be disregarded. IN NO WAY WILL THERE BE A COMPARISON OF SCHOOLS OR CLASSES WITH RESPECT TO SPELLING ABILITY.

Please read the section headed Instructions to the Students BEFORE HANDING OUT THE ANSWER SHEETS. The information regarding schools previously attended should be recorded as accurately as possible before the test itself is given.

The students should be encouraged to take the test seriously but there should be a minimum of anxiety. The grade 6 students, for example, may need reassurance that the marks will not be recorded on their report cards.

WARN THE STUDENTS TO LISTEN CAREFULLY. The words should be DICTATED in the following way:

"Number ONE, CENTRE, the centre of a circle, CENTRE."

There should be no further repetition. Give the students sufficient time to record their answers before going on to the next word, but do not give them too much time to reconsider; their first choice is the answer wanted. Please be sure to give the number of the word each time and spot check to make sure that the students are answering in the appropriate spaces.

Grade 6 -

Grade 9 - ALL FIFTY WORDS

Grade 12 -

When the test is completed, place the answer sheets, UNMARKED, in the stamped, addressed envelope provided and mail to me. Your assistance and co-operation are sincerely appreciated. A summary of the findings will be sent to you at the completion of this study.

INSTRUCTIONS TO THE STUDENTS

You are about to write a spelling test composed of words which may have more than one correct form of spelling. If you know that a word can be spelled in more than one way, choose the form which you prefer and which you would normally use. Any acceptable form of spelling will be counted as being correct.

The purpose of this test is to provide information on the spelling preferences and habits in your area.

Grades 6, 9, and 12 - all FIFTY words

SPELLING TEST

- | | |
|---------------|--|
| 1. CENTRE | the centre of a circle |
| 2. FAVORITE | my favorite color |
| 3. GOOD-BYE | it's time to say good-bye |
| 4. NEIGHBOR | our next-door neighbor |
| 5. PLOUGH | the tractor pulled the plough |
| 6. AXE | the woodsman sharpened his axe |
| 7. HONOR | he is an honor student |
| 8. PYJAMAS | he is wearing pyjamas |
| 9. THEATRE | we went to the theatre |
| 10. DEFENCE | the team had a strong defence |
| 11. HONORABLE | we all knew that he was an honorable man |
| 12. WOOLLEN | thick, woollen stockings |
| 13. LABOR | weeding the garden is hard labor |
| 14. MOULD | liquid iron was poured into the mould |
| 15. COLORLESS | water is colorless |

16.	TRAVELLER	he is a well-known world traveller
17.	JEWELLERY	she wore expensive jewellery
18.	ODORLESS	the food was odorless and tasteless
19.	KIDNAPPED	we were afraid she had been kidnapped
20.	VAPOR	air contains water vapor
21.	OFFENCE	that is a criminal offence
22.	HARBOR	the ship entered the harbor
23.	MARVELLOUS	we all had a marvellous time
24.	SKILFUL	the acrobats were remarkably skilful
25.	LICENCE	have you a driver's licence?
26.	CHEQUE	a cheque for ten dollars
27.	GRAY	it was painted a dull gray
28.	TIRE	that car has a flat tire
29.	WAGON	the pioneers built their own wagon
30.	PROGRAM	the next item on the program
31.	MEDIEVAL	that castle dates back to medieval times
32.	SKEPTIC	he won't believe you, he's such a skeptic
33.	JAIL	sent to the provincial jail
34.	CURB	park alongside the curb
35.	PEDDLER	an old peddler selling shoe-laces
36.	RECOGNIZE	I could not recognize him
37.	MANOEUVRE	the big truck was difficult to manoeuvre
38.	CONNECTION	a faulty electrical connection
39.	ANALYSE	analyse this compound
40.	DUELLING	a fine pair of duelling pistols
41.	CATALOGUE	order from this catalogue
42.	MOULDY	a piece of mouldy cheese
43.	JEWELLER	the jeweller said it was genuine
44.	ENCYCLOPEDIA	look for it in the encyclopedia
45.	WORSHIPPING	worshipping false gods
46.	DISTIL	distil the liquid to purify it
47.	JUDGMENT	that decision will require careful judgment
48.	SULPHUR	atoms of hydrogen and sulphur
49.	EMPLOYEE	an employee of the firm
50.	STOREY	a ten storey building

NAME: _____ GRADE: _____ SCHOOL: _____

List the names of all the schools you have attended. If there is not enough room in the spaces below, continue on the back.

School:..... Town:..... Province:.....
.....
.....

Please make sure your answers are opposite the correct number.

- | | | |
|----------|----------|----------|
| 1. | 16. | 31. |
| 2. | 17. | 32. |
| 3. | 18. | 33. |
| 4. | 19. | 34. |
| 5. | 20. | 35. |
| 6. | 21. | 36. |
| 7. | 22. | 37. |
| 8. | 23. | 38. |
| 9. | 24. | 39. |
| 10. | 25. | 40. |
| 11. | 26. | 41. |
| 12. | 27. | 42. |
| 13. | 28. | 43. |
| 14. | 29. | 44. |
| 15. | 30. | 45. |
| | | 46. |
| | | 47. |
| | | 48. |
| | | 49. |
| | | 50. |

TABLE IIA
TABULATED RESULTS OF SPELLING TEST - CRITERION GROUP

1 Word No.	2 Word	3 Grade	4 Total British	5 Total American	6 Mis- spelling	7 Blank
1	centre	6	100	90	15	1
		9	127	83	2	0
		12	55	58	1	0
2	favorite	6	45	92	68	1
		9	49	130	30	3
		12	24	81	9	0
3	good-bye	6	155	46	5	0
		9	182	26	4	0
		12	104	10	0	0
4	neighbor	6	134	37	34	1
		9	102	86	24	1
		12	57	54	3	0
5	plough	6	67	130	9	0
		9	109	97	6	0
		12	38	76	0	0
6	axe	6	166	27	12	1
		9	166	38	8	0
		12	102	11	1	0
7	honor	6	108	56	42	0
		9	87	108	16	1
		12	50	63	1	0
8	pyjamas	6	100	29	76	1
		9	92	56	64	0
		12	50	41	22	1
9	theatre	6	130	48	26	2
		9	127	60	25	0
		12	87	25	2	0
10	defence	6	144	38	24	0
		9	135	68	9	0
		12	62	49	3	0

Cont.

TABLE IIA Continued

TABULATED RESULTS OF SPELLING TEST - CRITERION GROUP

1 Word No.	2 Word	3 Grade	4 Total British	5 Total American	6 Mis- spelling	7 Blank
11	honorable	6	93	50	61	2
		9	71	118	22	1
		12	46	65	3	0
12	woollen	6	21	153	32	0
		9	78	114	19	1
		12	43	67	4	0
13	labor	6	112	57	36	1
		9	96	112	4	0
		12	57	56	1	0
14	mould	6	52	132	21	1
		9	47	151	14	0
		12	35	77	2	0
15	colorless	6	62	108	36	0
		9	59	146	7	0
		12	32	82	0	0
16	traveller	6	94	78	34	0
		9	146	41	25	0
		12	90	13	11	0
17	jewellery	6	14	38	151	3
		9	70	42	100	0
		12	51	22	41	0
18	odorless	6	26	47	131	2
		9	57	85	69	1
		12	37	68	9	0
19	kidnapped	6	138	32	36	0
		9	181	15	16	0
		12	110	1	3	0
20	vapor	6	58	107	41	0
		9	82	126	4	0
		12	45	68	1	0

Cont.

TABLE IIA Continued

TABULATED RESULTS OF SPELLING TEST - CRITERION GROUP

1 Word No.	2 Word	3 Grade	4 Total British	5 Total American	6 Mis- spelling	7 Blank
21	offence	6	58	19	128	1
		9	118	65	29	0
		12	58	54	2	0
22	harbor	6	113	57	36	0
		9	123	71	18	0
		12	67	44	3	0
23	marvellous	6	31	60	115	0
		9	106	59	46	1
		12	68	35	11	0
24	skilful	6	22	146	38	0
		9	50	145	16	1
		12	18	90	6	0
25	licence	6	49	54	103	0
		9	38	89	85	0
		12	14	69	30	1
26	cheque	6	21	145	36	4
		9	85	105	20	2
		12	77	32	5	0
27	gray	6	56	140	10	0
		9	91	117	4	0
		12	78	36	0	0
28	tire	6	2	187	17	0
		9	0	205	7	0
		12	0	113	1	0
29	wagon	6	5	187	14	0
		9	5	201	6	0
		12	0	114	0	0
30	program	6	21	158	25	2
		9	20	182	10	0
		12	15	95	4	0

Cont.

TABLE IIA Continued

TABULATED RESULTS OF SPELLING TEST - CRITERION GROUP

1	2	3	4	5	6	7
Word No.	Word	Grade	Total British	Total American	Mis- spelling	Blank
31	medieval	6	0	11	192	3
		9	1	58	150	3
		12	2	68	44	0
32	skeptic	6	38	64	98	6
		9	51	112	43	6
		12	30	75	9	0
33	jail	6	0	194	12	0
		9	2	206	4	0
		12	1	112	1	0
34	curb	6	1	111	93	1
		9	0	165	47	0
		12	2	104	8	0
35	peddler	6	26	109	70	1
		9	30	102	80	0
		12	18	55	41	0
36	recognize	6	12	27	161	6
		9	20	128	63	1
		12	7	100	7	0
37	manoeuvre	6	0	3	200	3
		9	0	14	197	1
		12	4	16	93	1
38	connection	6	1	71	132	2
		9	0	167	45	0
		12	1	110	3	0
39	analyse	6	2	3	198	3
		9	12	21	179	0
		12	28	19	67	0
40	duelling	6	9	54	140	3
		9	26	82	103	1
		12	24	65	25	0

Cont.

TABLE IIA Continued

TABULATED RESULTS OF SPELLING TEST - CRITERION GROUP

1	2	3	4	5	6	7
Word No.	Word	Grade	Total British	Total American	Mis- spelling	Blank
41	catalogue	6	14	32	159	1
		9	83	13	115	1
		12	80	11	22	1
42	mouldy	6	47	100	59	0
		9	44	137	31	0
		12	34	73	6	1
43	jeweller	6	28	72	102	4
		9	96	66	50	0
		12	66	33	14	1
44	encyclopedia	6	1	34	164	7
		9	5	96	107	4
		12	6	86	20	2
45	worshipping	6	55	85	63	3
		9	130	60	22	0
		12	84	24	6	0
46	distil	6	19	117	69	1
		9	27	155	29	1
		12	23	79	12	0
47	judgment	6	106	22	78	0
		9	169	23	19	1
		12	94	19	1	0
48	sulphur	6	31	37	135	3
		9	158	17	36	1
		12	99	7	8	0
49	employee	6	51	38	115	2
		9	170	21	21	0
		12	112	1	1	0
50	storey	6	12	144	49	1
		9	24	163	25	0
		12	21	85	8	0

TABLE IIB

TABULATED RESULTS OF SPELLING TEST - REJECT GROUP

1 Word No.	2 Word	3 Grade	4 Total British	5 Total American	6 Mis- spelling	7 Blank
1	centre	6	22	17	1	1
		9	27	33	0	0
		12	29	26	0	0
2	favorite	6	10	14	17	0
		9	13	38	9	0
		12	14	36	5	0
3	good-bye	6	32	9	0	0
		9	50	9	1	0
		12	49	6	0	0
4	neighbor	6	31	6	4	0
		9	31	23	6	0
		12	26	29	0	0
5	plough	6	15	23	2	1
		9	31	28	1	0
		12	21	34	0	0
6	axe	6	31	9	1	0
		9	49	10	1	0
		12	47	8	0	0
7	honor	6	22	11	8	0
		9	34	25	1	0
		12	20	32	3	0
8	pyjamas	6	19	6	15	1
		9	22	22	16	0
		12	23	23	9	0
9	theatre	6	23	14	4	0
		9	34	23	3	0
		12	43	10	2	0
10	defence	6	31	8	1	1
		9	39	19	2	0
		12	26	27	2	0

Cont.

TABLE IIB Continued

TABULATED RESULTS OF SPELLING TEST - REJECT GROUP

1 Word No.	2 Word	3 Grade	4 Total British	5 Total American	6 Mis- spelling	7 Blank
11	honorable	6 9 12	13 28 20	14 29 32	13 3 3	1 0 0
12	woollen	6 9 12	3 14 15	32 39 34	6 7 6	0 0 0
13	labor	6 9 12	27 37 21	6 23 34	8 0 0	0 0 0
14	mould	6 9 12	16 15 19	21 44 36	4 1 0	0 0 0
15	colorless	6 9 12	22 21 20	12 36 34	7 3 1	0 0 0
16	traveller	6 9 12	19 37 42	19 15 10	3 8 2	0 0 1
17	jewellery	6 9 12	4 16 17	6 11 16	31 33 22	0 0 0
18	odorless	6 9 12	7 8 17	6 24 27	28 18 11	0 0 0
19	kidnapped	6 9 12	26 53 53	4 3 2	10 4 0	1 0 0
20	vapor	6 9 12	15 29 28	14 31 27	12 0 0	0 0 0

Cont.

TABLE IIB Continued

TABULATED RESULTS OF SPELLING TEST - REJECT GROUP

1	2	3	4	5	6	7
Word No.	Word	Grade	Total British	Total American	Mis- spelling	Blank
21	offence	6	13	1	26	1
		9	35	22	3	0
		12	23	32	0	0
22	harbor	6	28	10	2	1
		9	37	23	0	0
		12	35	17	3	0
23	marvellous	6	5	11	24	1
		9	33	10	17	0
		12	28	23	4	0
24	skilful	6	4	26	11	0
		9	14	44	2	0
		12	8	43	4	0
25	licence	6	11	8	21	1
		9	13	35	12	0
		12	7	31	17	0
26	cheque	6	4	34	3	0
		9	26	31	3	0
		12	29	24	2	0
27	gray	6	11	29	1	0
		9	27	33	0	0
		12	34	21	0	0
28	tire	6	0	37	4	0
		9	1	54	5	0
		12	1	54	0	0
29	wagon	6	1	38	2	0
		9	1	59	0	0
		12	0	55	0	0
30	program	6	4	31	6	0
		9	6	51	3	0
		12	6	46	3	0

Cont.

TABLE IIB Continued

TABULATED RESULTS OF SPELLING TEST - REJECT GROUP

1 Word No.	2 Word	3 Grade	4 Total British	5 Total American	6 Mis- spelling	7 Blank
31	medieval	6 9 12	0 0 1	1 11 27	37 48 27	3 1 0
32	skeptic	6 9 12	8 9 16	10 36 37	20 14 1	3 1 1
33	jail	6 9 12	0 1 0	39 59 55	1 0 0	1 0 0
34	curb	6 9 12	0 1 0	21 51 50	19 8 5	1 0 0
35	peddler	6 9 12	5 8 6	14 28 28	22 24 21	0 0 0
36	recognize	6 9 12	1 4 6	9 42 47	30 14 2	1 0 0
37	manoeuvre	6 9 12	0 0 3	0 6 10	41 53 42	0 1 0
38	connection	6 9 12	0 0 1	13 53 53	28 7 0	0 0 1
39	analyse	6 9 12	1 1 16	1 9 17	38 42 22	1 2 0
40	duelling	6 9 12	2 3 6	7 23 31	32 34 18	0 0 0

Cont.

TABLE IIB Continued

TABULATED RESULTS OF SPELLING TEST - REJECT GROUP

1 Word No.	2 Word	3 Grade	4 Total British	5 Total American	6 Mis- spelling	7 Blank
41	catalogue	6 9 12	3 34 44	4 5 4	34 21 7	0 0 0
42	mouldy	6 9 12	9 12 9	23 44 44	9 4 2	0 0 0
43	jeweller	6 9 12	5 24 31	12 17 19	23 19 5	1 0 0
44	encyclopedia	6 9 12	0 3 1	3 34 46	37 20 7	1 3 1
45	worshipping	6 9 12	15 38 46	15 20 9	11 2 0	0 0 0
46	distil	6 9 12	4 5 9	21 47 38	16 8 8	0 0 0
47	judgment	6 9 12	20 48 41	3 9 14	18 3 0	0 0 0
48	sulphur	6 9 12	4 46 36	8 2 13	29 12 6	0 0 0
49	employee	6 9 12	10 50 55	7 5 0	23 5 0	1 0 0
50	storey	6 9 12	2 4 8	31 49 42	8 7 5	0 0 0

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